

Program Coordinator (PC)

POSITION SUMMARY

The Program Coordinator (PC) is the key administrator for the Child Signature Program (CSP). The PC will provide oversight to the CSP Essential Staff and be responsible for compliance with the overall program requirements. The PC is responsible for ensuring that all participating classrooms meet the CSP Baseline Criteria and the Teacher/Provider Qualification Quality Levels throughout the term of the Agreement, and that all participating classrooms implement the Mandatory Quality Enhanced Program Requirements.

REPORTING RELATIONSHIPS

- The PC must be an employee of the local First 5 county commission.
- The PC will supervise the work of the Early Education Expert (EEE), Family Support Specialist (FSS), Mental Health Specialist (MHS), and collaborate with the Local Evaluator (LE).

MAJOR RESPONSIBILITIES AND KEY TASKS

Project Management and Supervision

- Oversee comprehensive CSP supports, training, and quality improvement activities for CSP classrooms.
- Assist in development of CSP budget, and responsible for tracking expenditures and completing expenditure reports for the local First 5 county commission and First 5 California.
- Supervise the CSP Essential Staff and monitor maintenance of staff qualifications.
- Provide resources, support, and technical assistance to CSP Essential Staff in order to achieve the goals of CSP.
- Assist with and/or coordinate CSP staff meetings, as applicable.

Collaboration and Communication

- Develop and maintain meaningful and productive relationships with CSP classroom staff and Essential Staff.
- Support communication between program/classroom staff and families, and facilitate collaboration between teachers, administrators, and the CSP Essential Staff.
- Organize professional development and/or training for Essential Staff, administrative staff, and teachers.
 - Identify training needs in collaboration with EEE and coordinates training with E4.
 - Ensure training schedule accommodates staff needs and complies with required classroom ratios.

Data Collection, Reporting, and Compliance

- Adhere to the CSP *Quality Enhanced Program Requirements*, evaluation requirements, and reporting obligations.
- Monitor, track, and document implementation of all CSP program requirements.
- Assist CSP classrooms to collect data and other documentation, meet reporting requirements, and adhere to deadlines.
- Certify that classrooms meet or exceed the CSP *Baseline and Teacher/Provider Qualification Quality* levels throughout the term of the program.

EDUCATION AND WORK EXPERIENCE REQUIREMENTS

Required Qualifications (must meet all):

- Master's Degree in early childhood education or related field.
- Five or more years of work experience in State or Federal early childhood development program.
- At least five years or more of early childhood classroom experience.
- At least three years of supervisory experience.
- At least five years of experience working with low-income children and families from culturally and linguistically diverse backgrounds.

ADDITIONAL WORK REQUIREMENTS

- Clearance of background checks as required by local, state, and federal regulations.
- Physical examination and diagnostic tests as required by local, state and federal regulations.

REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES

- Strong supervision and leadership skills to manage and supervise early childhood programs and staff.
- Knowledge of current research on early childhood quality standards, state, and local licensing requirements, and Head Start Performance Standards.
- Ability to staff in implementing Head Start Standards, state and local licensing requirements, and the organization's philosophy.
- Ability to work as a cooperative and supportive member of an interdisciplinary team.
- Strong knowledge and background in early childhood curriculum, developmentally appropriate practices for children 0 to 5 years, and strategies to address the unique needs of dual language learners.
- Ability to communicate, collaborate, and affect change in communities with diverse socioeconomic and cultural needs.
- Working knowledge of ECERS, CLASS, ASQ developmental assessments, and other tools used to assess quality in classrooms serving children ages 0-5.
- Strong written and oral communication skills.

- Ability to communicate and respond in a manner that consistently demonstrates respect and concern.
- Ability to exercise discretion in handling confidential information, documentation, and materials.
- Competency in computer applications (i.e., Word, Excel, PowerPoint, etc.) and the ability to learn and master computer technology/software programs as needed.